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SYNTACTICAL MODIFICATION OF TEACHER TALK IN LANGUAGE CLASS OF MAN BUNTET PESANTREN CIREBON

A THESIS

Submitted to the English Language Teaching Department of *Tarbiyah* and
Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial
Fulfillment of the Requirements of Islamic Scholar Degree in English Language
Teaching Department



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ABSTRACT

Eva Khodijah. 14121310288. "Syntactical Modification of Teacher Talk in Language Class of MAN BuntetPesantren Cirebon".

This study presents the analysis of syntactical modification of teacher talk in High School. This study also reveals the types of syntactical modification of teacher talk. Those are measures of length of utterances, measures of subordination, measures of markedness, measures of grammatically, and measures of distribution (Chaudron:1990). The language that they use with the learners when teaching differ from the language in the daily activity. The teachers have to manage their talking in syntactical modification because it influences learners' language knowledge especially for English lesson in language class. Furthermore, it affects the student language acquisition. Language acquisition is the natural process. (Keith Johnson, 2001:76). It means that the leaning process of learners is influenced by teacher talk.

There are two aims that contains in this research. First aim is to explore the syntactical modification of teacher talk in EFL classroom. It means that researcher aims to analyze the syntactical modification that occurs in the process of learning. Furthermore, the second aim is to explore learners' understanding toward syntactical modification of teacher talk. It will describe how the learners understand what the teacher says in process of English learning.

This study uses qualitative method. It focuses to use descriptive qualitative. Dawson's (2007: 15-16) points out that qualitative research explored attitudes, behavior and experiences through such methods as interview or focus group. Moreover, this study is conducted in Madrasah Aliyah Negeri of Buntet Pesantren, Astanajapura, Cirebon. In this study, the researcher takes two teachers. The first respondent is male teacher who teach English in first grade of language class. Meanwhile, the second teacher is female teacher who teach in the second grade of language class. The data is taken by doing observation, questionnaire, and interview.

The result of research shows that: (1) Male and female teacher uses syntactical modification in the listening and speaking section. They do five types of syntactical modification of teacher talk. Those are using shorter utterances, using fewer subordination clauses, using less marked sentences, avoiding ungrammatical sentences, and using more declarative sentences. Moreover, teachers simplify their talk in order to make the learners understand by using syntactical modification. (2) Learners at second grade of language class understand what female teacher says. In contrast, the learners at first grade of language class do not catch what the male teacher says clearly although he has been used syntactical modification. After exploring the reason, another side shows that male teacher ignored the phonological and interactional area whereas female teacher applies all of characteristics of teacher talk, so learners are easy to understand her talk.

Key words: Syntactical modification, teacher and learners, EFL learners, understanding, teacher talk.



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RATIFICATION

This thesis which is entitled “**Syntactical Modification of Teacher Talk in Language Class of MAN Buntet Pesantren Cirebon**” written by Eva Khodijah, student registration number 14121310288 has been examined on 28th of July 2016. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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teacher uses the language especially in English language teaching. Moreover, according to Richards, the syntactical modification itself is modifications of words or larger units. Language use here is being a spotlight because it affects students' language acquisition especially in EFL classroom that assume English as foreign language. The object of this research is two English teachers to participate in the current study.

The investigation in sociolinguistic field is familiar research. There have been some relevant studies found in sociolinguistic area. These Recent studies are Politeness Strategy (Fauzi (2010), Putri (2013) Septyaningsih (2007)). Conversation Analysis (Abbas, Raja, Manan (2010), Rosyalina (2012), Chen (2011), Jelena (2011)). Teacher Talk (Nurhasanah (2013), Sharea (2004), Xiao (2006), Mulyadi (2011)).

Another research in those previous studies is different for this study. They focus to investigate the sociolinguistic in the context of advanced learners. Furthermore, this study focuses on investigating discourse from the teachers as the object who teaches English as foreign language especially in language class. Moreover, It concerns to explore EFL learners' understanding toward syntactical modification of teacher talk. This study also refers to the syntactical modification that is used by teachers to modify their act effectively especially in language class or department itself. It means that this research investigates how the teachers modify their syntactical modification in language class that emphasized English language in students' daily activity. It must be investigated because language class becomes the spotlight in the teaching English as foreign language. It can be seen from how the teachers can make a variation and effective talk for their learners of language department. Moreover, this study concerns on syntactical modification in opening the class, delivering material, and closing the class. This study investigates how the teachers emphasized their syntactical modification in order to make the learners understand.

This research presents how the teacher manages the language use in EFL classroom. It reveals that what the teacher says influence for students learning process. Syntactical modification used by teacher became an important thing and attention centre because the students follow what the teacher says. It is named by



classroom discourse. Discourse is a part of classroom. “The real language that real people use in the real world is at least partly recognition of the fact that language is very much more than just the sum of the linguistic elements that compose it”.(Nicola Woods, 2006). Meanwhile, the term classroom discourse refers to the language that teachers and students use to communicate each other in the classroom. The study of classroom discourse is the process of face to face classroom teaching.

This study also reveals the types of syntactical modification. Those are measures of length of utterances, measures of subordination clauses, measures of markedness, measures of grammaticality, and measures of sentence types of distribution (Chaudron, 1990). The language that they use with the learners when teach differ from the language they use in natural situations or daily language. The teachers have to manage their talking in syntactical modification because it influences on learners’ language knowledge especially for English lesson in language department. Furthermore, it affects the student language acquisition. Language acquisition is the natural process. (Keith Johnson, 2001:76). It means that teacher talk influences the successful of learning of the learners especially in acquire English as the foreign language.

This research takes the place in MAN Buntet Pesantren exactly in Language Class. This school is located in Buntet Pesantren, Astanajapura, East Cirebon. This place is chosen because language class in MAN Buntet emphasized target language use but it is done by using easy way. The English teachers habituate the learners with target language based on their ability. They make the simplicity of their talk in order to make the learners more understand what the teacher says. It means that the quality of teacher talk especially in the syntactical area there should be investigated. Researchers interests to explore how the teachers modify their syntactical modification in order to make the learners easy to understand what the teacher says. Moreover, in the 2015-2016, language class began to change the habitual to make emphasizing target language use by using modification of talk in order to make learners can adapt slowly.

This is important to be discussed because there are many problems of learning English especially in EFL learners toward teacher talk. The one of



problem is the EFL learners cannot catch what the teacher says easily because teacher does not use the simple talk in order to make EFL learners understand. Therefore, this section shows the modification by teacher in their talk to teach EFL learner. In the English teaching process, modification of teacher talk is used to make learners catch the content of English lesson. According to Tickoo (1995: 261), English is the first foreign language in Indonesia that has been made a compulsory subject from SLTP until university level. Moreover, the modification of teacher talk can facilitate learners' understanding in learning English.

Moreover, teacher talk is crucial part and takes a big role in teaching and learning English. Teachers aim to facilitate the student's progress in some way or other, and so it is useful to adopt more precise terms and facilitate as the sections below indicate. Therefore, teachers take a role as organizer, controller, assessor, prompter, participant, resource, tutor, and observer in their classroom with their discourse improvisation or their talk (Jeremy Harmer: 2).

1.2. Focus of the Study

In this research, it analyzes the teacher talk from syntactical modification area in the context of EFL classroom. It investigates teacher discourse in improving learners' acquisition. It takes teacher-centered because the most important thing in the classroom is teacher. Actually, teacher plays the big role and influences for the learners. Teacher is the first and the closest English language agent who can be accessed by the learners. Therefore, the teacher must be an expert English teacher, especially in their syntactical modification.

The researcher would like to limit this study in order to avoid the confusing study. The researcher only focuses on the analysis of teacher talk in the syntactical area. It does not touch other areas like phonological, interactional, and lexical area. Furthermore, it concerns also on teacher talk, not learner talk. It is because the decision is teacher as the attention centre in EFL classroom like Indonesia as EFL learners. The learners are only becomes the respondent to know the quality of syntactical modification of teacher talk toward their understanding. Moreover, this study concerns on the syntactical modification which is used by teacher in the opening the class, delivering material, and closing the class.



1.3. The Formulation of the Research (Research Questions)

The questions that should be investigated based on the background above and the problem that mentioned in according to the research of “Syntactical Modification of Teacher Talk in Language Class of MAN Buntet Pesantren Cirebon” has been summarized into two questions:

- 1) How do the teachers modify their talk in the syntactical area?
- 2) How do the learners understand syntactical modification of teacher talk?

1.4. The Aims of the Research

The aim of the research is to identify the teacher talk that occur in EFL classroom by using a case study in MAN Buntet Pesantren Cirebon as the EFL classroom. There are two problems study to be aims which is reached in this section. The aim of this research is to answer those questions above. The researcher would like to identify the problem specifically. The aims are:

- 1) To explore the syntactical modification of teacher talk in EFL classroom
- 2) To explore learners’ understanding towards syntactical modification of teacher talk.

1.5. Significant of the Research

The research is made to be useful in spreading knowledge. This research is hoped to make the readers get many benefits from the result of this study. The use of the research can be divided into two points; theoretically and practically.

The theoretically significance of the research is to provide the reader clear ideas how to use language well and increase the readers’ awareness of the importance of manage language use in English language teaching. Furthermore, this paper is intended to give theoretical information about teacher talk that should be used in EFL classroom exactly in teaching English.

Practically, this study is useful to Teaching English as Foreign Language. It helps the EFL teacher to be able to organize the classroom well with their



discourse improvisation. This study is appropriate step for preparing teaching practice to English students. It makes teacher be a professional English teacher.

The researcher hopes the readers get those significant. Theoretically, it is hoped to add readers' knowledge. Furthermore, practically, it is hoped the reader can apply this knowledge in order to be a good teacher.

1.6. The Previous Study of the Research

In this section, the researcher compares the other thesis that similar or have the relations with this research. The previous studies of the research are found for four researchs. It is to avoid the repetition studies and to know the position of this research. The previous studies are found in teacher talk area. The previous studies in this topic are Nurhasanah (2013), Sarah Sharea Hithlan Al-Otaibi (2004), MA Xiao-Yan (2006), and Dodi Mulyadi (2011).

Firstly, Nurhasanah (2013) analyzed the teacher talk and learner talk in the classroom interaction. The research found descriptive analyses with transcribing, coding, and analyzing. The researcher was not only investigating teacher but also investigate the learner. She concerned on interaction that occur in the classroom. It means researcher explored the response of learner talk from teacher talk.

Secondly, Sarah (2004) analyzed the effect of "positive teacher talk" on students' performance, interaction, and attitudes. She concerned on the positive effect only. She explored the result of teacher talk to the learners that make learners get the benefits.

Third, Xiao-Yan (2006) analyzed teacher talk and EFL in university classrooms. Xiao-Yan focuses on the role of teacher talk. He investigated teacher talk only and learning English in EFL classroom especially in English Department. He concerned on the role of teacher in their talk. He focused on learning English in university that produced students as an English teacher.

The last, Dodi Mulyadi (2011) analyzed teacher talk modes in English as a foreign language classroom interaction. He described how the teachers interact with the learner through their talk. He concerned on the interaction of teacher and



it was taken in university, exactly in English Department. So, the teacher talk here was become a spotlight and influenced the learners.

Those previous studies investigated teacher talk with any variations. But, in this research, researcher provides fresh idea although the topic has been analyzed many researchers. This study reveals the discussion of discourse, classroom discourse, simplification of talk, modifying sentence, and so on. This study also more focuses on one characteristic of teacher talk; syntactical modification. Furthermore, this research outlines the learners' understanding toward syntactical modification of teacher talk. It explores more detail than previous study that explores all of characteristic generally.

1.7. Theoretical Foundation

First and foremost, the main discussion of the research is about term "Teacher talk" as the main phenomenon topic that has been discussed above, and EFL classroom as the adverbial of the main topic. Furthermore, it is followed by the components as groundwork in the research itself. Those components that have been known before are the roles, the role of teacher talk the characteristic of teacher talk, the definition and the kinds of syntactical modification of teacher talk. In brief, the researcher explains the theories which are founding the research below.

1.7.1. Syntactical Modification of Teacher Talk

In English language teaching, teachers manage their class with their talk. As described by Richard, teacher talk means the teacher uses the variety of language used by teacher in English teaching and learning processes (Richard *et al.* 1992). Teacher makes sure that the student be able to learn English well. Usually, learners will follow what the teacher says and does. Hence, teacher has a big influence to the learners in teaching English.

Learners will adapt their foreign language through what the teacher talks to them. In sum, teacher should modify their talk in order to help learners acquire the target language well (Nunan(1986) as cited by Salikin (2010)). It means, teacher should make learners be familiar with English



because they assume that English is a foreign language. As stated by Rod Ellis (1985) that teacher talk is the adjustment made by teachers in order to facilitate the communication. In conclude, teacher as the facilitator has to make good communication with learners by using syntactical modification to the learner. It is because, Richard (2011: 21) says that the goal of teaching is to facilitate student learning.

According to Chaudron (1990), the main purpose in teacher talk is modification from the teachers in the classroom setting. It is for introducing the learners the variations of talk. Teachers modify their talk in four different areas. Those are phonological, lexical, syntactical, and interactional areas. These four areas are general characteristics of teacher talk. However, in this research, the researcher focuses on syntactical area that has been analyzed more deeply. Therefore, the researcher analyze the teacher talk from their syntactical modification.

In the classroom, Teachers are the facilitator of learners. They control their class by using their talk variation. So, language use of teacher becomes a spotlight in the classroom. It means that teacher talk really takes a fundamental part. Nunan (1991) points out: "Teacher talk is crucial of importance, not only for the organization of the classroom but also for the processes of acquisition". Learners will be familiar with target language if the teachers use almost target language in the class. Moreover, if the teachers use the first language more than target language, so learners will be fears to practice English. It is because, in Indonesia especially, teacher talk in EFL classrooms were similar to those of foreigner learning-teaching process in EFL classrooms.

Syntactic modification is modifications or variations of sentence use. It means that the teachers modify their talk with many kinds of syntactical variations itself. (Richard, et al.1992). It aims to make learners aware the kinds of sentences that can be used to talk for interaction.

There are five kinds of syntactical modification of teacher talk. It happened when the teachers modify their act. It happened in different areas. Those are measures of length of utterances, measures of



subordination, measures of markedness, measures of grammaticality, and measures of distribution of sentence types (Chaudron, 1990).

1.7.1.1. Measures of Length of Utterances

The first kind of syntactical modification is measures of length of utterances. It is the length of teacher's utterances when talking to learners in EFL classrooms. It shows the way of teachers to modify the utterances when they are teaching English. According to Chaudron (1990) cited Mizon (1981), teachers addressed the English native speakers classes with longer utterances than to the English non-native speaking classes.

Actually, teacher talk prefers to use shorter utterances in the teaching and learning process and they rarely use long utterances (Chaudron (1990) Mizon (1981)). According to Henzl (1979), the length of utterances can be analyzed by counting the total of words. The maximum of words total for EFL learners are 18. Therefore, if teacher gives more than 18 words, it means that teachers do not modify the length of their utterances.

1.7.1.2. Measures of Subordination

The second kind the syntactical modification is measures of subordination. It means that the teachers can modify the clause choiche when they talk with the learners in the classroom. Henzl (1979) found that there was a tendency toward fewer subordinate clauses in non native speaking conditions.

Teacher talk uses fewer subordinate clauses in order to avoid the complex sentence that make learners confuse (Henzl: 1979). It is because teacher aims to simplify his talk in order to make the learners understand on what teacher says. Furthermore, fewer subordinate clauses usually used to communicate with non native speaker or EFL learners (Early, 1985; Gaies, 1997; Ishiguro, 1986; Milk, 1985).

Measure of subordination clauses can be measured by classifying the kinds of sentence. Then, researcher chooses the complex sentence because it contains subordinate clause. Actually



there are three basic types of subordinations clause: noun clause, adjective clause, and adverbial clause. Those types of clauses can be discussed deeply in this point. John Bleming (2005) writes in his writing. He talks about noun clause and he summarizes that Noun clauses perform the same functions in sentences that nouns do:

He says that there are five functions of noun clause are:

- 1) A noun clause can be a subject of a verb:

Example: What Elly did shocked his friends.

- 2) A noun clause can be an object of a verb:

Example: Elly's friends didn't know that he couldn't swim.

- 3) A noun clause can be a subject complement:

Example: Elly's mistake was that he refused to take lessons.

- 4) A noun clause can be an object of a preposition:

Example: Mary is not responsible for what Billy did.

- 5) A noun clause (but not a noun) can be an adjective complement:

Example: Everybody is sad that Billy drowned.

Then, the second one is adjective clause. As a matter of fact, adjective pronoun usually contains subject, verb and a relative pronoun. It modifies a noun and can be used to combine two sentences to form one sentence. Besides that, Adjective clauses usually begin with relative pronouns like who, which, that or whom or relative adverbs like when or where. Here are some examples:

- 1) The student who answered the question was John.
- 2) Miss Wong, whom you met at our house, is going to marry Mr. Chan.
- 3) I remember the day when we visited Paris

The last one is adverbial clause. Greenbaum and Nelson (2002: 143) state that adverbial clause function as the adverbial element in sentence or clause structure.



- 1) Reflecting on the past three years, she wondered whether she could have made better choices.
- 2) When in Rome, do as the Romans do.

Those are the examples of adverbial clause then, it can be conclude that adverbial clause serves the same function as that of an adverb. It explains about the main verb of the sentence giving inputs on when, where, why, under what conditions

1.7.1.3. Measures of Markedness

The third kind of syntactical modification is measure of markedness. Markedness is a term that originated in linguistic. Researcher can conclude that markedness consists of unmarked and marked sentences. It will give a great affect to analyse which one is unmarked or marked. Unmarked here means information distribution one – non - rank shifted clause corresponds to one information unit. In contrast, marked tonality refers to information distribution one - non - rank shifted clause corresponds to less or more than one information unit.

Besides that, the researcher tries to make the readers easier to understand. Therefore, the researcher summarizes that unmarked tonality is like an independent clause and marked tonality is like dependent clause. Here are some clauses that present the common unmarked and marked. Researcher summarizes that teachers adapted their speech to EFL learnersby using less marked structures (Chaudron 1990).

1.7.1.4. Measures of Grammaticality

Measure of grammaticality shows how the teachers use the utterance grammatically or based on the rule of language. If the teacher use the ungrammatical sentence or utterance, it influences the learners in their acquisition. Thereover, the teacher should aware in sentence choiche in order to avoid the ungrammatical sentences. Teachers use grammatical forms in their speech toNon Native Speakers (NNSs)



(Downes, 1981; Hakansson, 1986; Henzl, 1979), which may be attributed to the pedagogical functions of teacher talk.

1.7.1.5. Measures of Sentence Types Distribution

The last modification is measures of sentence types of distribution. It means that the sentences choices in the kinds of sentences or speech act like declarative, interrogative, and imperative sentences. Chaudron cited Mizon (1981), Early (1985), Ishiguro (1986) who found that teachers used more declarative forms rather than the other two forms, (interrogatives and imperatives). Actually, the teachers can modify interrogative form to make a direction. It means that teachers use indirect speech act in their talk. The interrogative forms are used just to check the learners' comprehension or understanding of the topic being discussed.

In speech acts, there are direct and indirect speech acts. According to Paltridge (2000), direct speech act is the speech that can be interpreted in literal meaning. It means that the meaning of direct speech act is same with what he or she says. In contrast, indirect speech act is the speaker means something which is quite different from the literal meaning. It means that we cannot interpret the meaning of indirect speech from what he or she actually says, but we must interpret it from the context of the speech.

People can identify direct speech act from three kinds of sentences. Those are declarative, interrogative, and imperative sentences. In direct speech act, those sentences play its function appropriate in proper order. Firstly, declarative is for giving information or statement. Secondly, interrogative is used for ask a question. The last, imperative is used for direct or order something. (Paltridge, 2000: 18).

For example:

- | | |
|---------------------------|-----------------|
| 1) John eats an apple. | (Declarative) |
| 2) Are you from Cirebon? | (Interrogative) |
| 3) Please, open the door! | (Imperative) |



Indirect speech act means someone says something and its meaning cannot be interpreted by what he or she says actually. It should see the context. For example John says “It is hot today”. He says it to his friend who stand up besides the window. So, it means John direct to his friend for opening that window. Therefore, John’s utterance is declarative form, but its function is imperative.

1.7.2. English as Foreign Language (EFL) Classroom

This section reviews the definition of EFL and classroom discourse. It explains the function of EFL. Moreover, it describes also EFL learners. It is described in the explanation below.

1.7.2.1. English as Foreign Language (EFL)

English is an international language. Almost country use English for communication and learn something. In some countries, English is a second and foreign language. English as second language means English is used for the language of commercial, administrative and educational institutions like in Ghana or Singapore (Broughton *et.al*, 1980:4). Whereas, English as foreign language is the language that is used in schools or other formal places, but it does not play an essential role in social life (Broughton *et.al*, 1980:6). EFL happened in Brazil, Spain, Thailand, Japan, and of course Indonesia.

1.7.2.2. Classroom Discourse

Teacher acts with their talk or their discourse improvisation. Meanwhile, “Discourse is the general idea that language is structured according to different patterns that people’s utterances follow when they take part in different domains of social life, familiar examples being ‘medical discourse’ and ‘political discourse: (*Marianne and Louise, 2002: 14*). Discourse is the fundamental part in communication, so teacher talk needs the discourse analysis to improve their talk. Classroom is the place of teaching and learning process. Furthermore, Classroom discourse means interaction that occurs between teacher and learners in the classroom.



1.8. Research Method

This section presents the methodology of the research in detail description. Researcher reveals the research setting. It includes the place and time of the research. Furthermore, it also reveals the research design. It includes the main method of the research.

1.8.1 Research Setting

The researcher takes the place in in EFL classroom; exactly in Madrasah Aliyah Negeri Buntet Pesantren. This research takes the place in in EFL classroom, exactly in MAN Buntet Pesantren. This school is located in Buntet Pesantren, Astanajapura, East Cirebon. This study is chosen this place because language class here emphasizes English in slow way in order to make them understand first. Therefore, teachers should use syntactical modification because in order to make them understand first what the teacher says.

This study takes the participants from language classes of MAN Buntet Pesantren Cirebon. The teacher here uses modification language in order to make the learners achieve the goal in learning English. This modification is used because the learners need the simple English language to understand the lesson. It is also because they are still EFL learners who do not use English as communication language. As described by Saville-Troike (2006: 4), *“A foreign language is one not widely used in the learners’ immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application”*. They only use it for education or formal situation. Therefore, modification of teacher talk is needed by learners especially in the syntactical area.

The reason of the researcher to take MAN Buntet was supported by Khodijah’s thesis under the title *The Analysis of the First Language Use in English Teaching and Learning Process: A Qualitative Study at Eleventh Grade of Language Department in MAN Buntet-Cirebon, 2014*. This thesis showed that the first language still dominantly used both of teacher and



learners especially in the process of material explaining. (Khodijah, 2012: 62). Furthermore, in 2015/2016, language class emphasized target language use in slow way in order to make the learners easy to understand. It means that the quality of teacher talk especially in the syntactical area there should be investigated. Therefore, it should explore how the teachers there modify the syntactical talk when they are teaching English in language class. For instance, in this year as researcher observed that the language class emphasized target language use but in easy way.

1.8.2. Research Design

The research 'Teacher Talk in EFL Classroom' is designed as qualitative research. It is because researcher explores how the teacher uses the language in the classroom with the learners more deeply. In fact, Qualitative research explores the quality of relationship, activities, research studies that investigate the quality of relationships, situation, activities, or materials are frequently referred to as qualitative research (Frankealet.al, 2012: 426). Besides that, this research identifies how the attitudes of the teacher in language use.

This research observes the attitudes and behaviour of the teachers to make interaction and communication with the learners. Dawsan's (2007: 15-16) points out that qualitative research explored attitudes, behaviour and experiences through such methods as interview or focus group. It attempted to get in depth opinion from participant is qualitative research. This research uses descriptive qualitative. Those statements above as the basic reasons to use the qualitative study that concern use to descriptive qualitative as a specified method to analyze the data descriptively.



1.9. Research System

This section points out the research system. It reveals the instrument, the techniques of collecting the data, and the techniques of analysing data. Furthermore, it describes the systematic of this research detail.

1.9.1. The Instrument of The Research

The instrument of the research is researcher herself. The key instrument of qualitative research is the human instrument as the main instrument in this research also to observe the processes of learning and teaching, to interview the teachers and the learners, and to study of document (Sugiyono, 2013:306). The other instruments are field note as one of product of observation to collect the data, interview guide to make interviews with the teachers and learners, then the last is a lesson plan and curriculum rules to know the external factor related the language use. Those instruments that could help the main instrument “human instrument” to analyze the data are taken from the instruments of each technique to conduct the research.

1.9.2. The Techniques of Collecting Data

The instrument of this research is the researcher itself. Furthermore, the researcher uses three kinds of instrument involved in collecting the data, those are, observation, interview, and questionnaire. Those instruments can be described detail below.

1.9.2.1. Observation

Observation is one of the techniques of collecting data in qualitative method. Researcher examines the phenomenon directly in the process of teaching and learning. In this research, researcher observes the syntactical modification of teacher talk in EFL classroom by following the teaching and learning process. An observation is a basic method for obtaining data especially in qualitative research and is more than just “hanging out.” (Ary, et.al, 2006: 253). The observation is used to answer the first and second research questions. It reveals how the teachers modify their talk of syntactical area in the



EFL classroom. (See Appendix A.2 and A.3). This is also versatile approach. It based on Marczyk's (2005:119) statement:

“Observation is another versatile approach to data collection. This approach relies on the direct observation of the construct of interest, which is often some type of behavior. In essence, if you can observe it, you can find some way of measuring it. The use of this approach is widespread in a variety of research, educational, and treatment settings”.

1.9.2.2. Interview

Interview is one of the techniques of collecting data. The researcher interviews the participants of the research. By interviewing, we can produce a wealth of information. In interviewing, it shows the answer of the first and second research questions. It is about the obstacles of teachers in modifying their talk. Furthermore, it helps researcher to explore the phenomenon more deeply. It is based on Marczyk's (2005:117) statement:

“Through interview is a form of self-report that is relatively simple approach to data collection. Although simple, it can produce a wealth of information. An interview can cover any number of content areas and is a relatively inexpensive and efficient way to collect a wide variety of data does not require formal testing”.

Interviewer is the main component in qualitative method (Marczyk's, 2005:118) the researcher interviews the learners building a direct communication intimately to make the honest and trusty data. That result be explored briefly. It is used after observation. It aims to know how learners understand syntactical modification of teacher talk. (See Appendix A.4 and A.5).

1.9.2.3. Study of Document

The last technique is study of document that took from the administration's school or teacher, such as lesson plan. It aims to answer the first research question. It reveals the process of teaching and learning in the language class of MAN Buntet Pesantren. Those documents should be compared by the reality actions that have been seen while conducting observation and interview. Then, the



researcher analyzed the comparison to produce the new statements based on the theory, even release the new theory for the additional to elder one. (See Appendix A.6)

1.9.3. The Techniques of Analyzing Data

There are some steps that conducted in this research. the researcher taken these steps from the theory of Donal Ary et al, (2010:481-490). Those are:

1.9.3.1. Familiarizing and Organizing

Here, in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. Then, the researcher must be familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes and so on. The researcher must be immersed in the data. Such as Field notes, observer comments, and other data must be put into a form ready for analysis by the researcher.

1.9.3.2. Coding and Reducing

Coding is the core of qualitative analysis and includes the identification of categories. The codes describe general categories that can be used to organize the information contained in the data itself. Also, with the codes the reader can be understood easily.

Code of the data:

Coding in This Research (Technique of coding the data be given more additionally when research is being conducted)

- 1. Code of Situation**
 - a. Field Note :FN
 - b. Researcher Reflection : R.ref
 - c. Interviewer : Intrvwr
- 2. Code of Respondents**
 - a. Male Teacher : MT
 - b. Female Teacher : FT
 - c. Learners : L
 - d. Learner1 : L1
 - e. Learner2 : L2
- 3. Code of Time**



- a. Listening Section : LS
- b. Speaking Section : SS
- c. Opening Activity : Opng act.
- d. Core Activity : Cor. act
- e. Closing Activity : Clos. Act.
- 4. Code of Data**
 - a. Independent Clause : IC
 - b. Dependent Clause : DC
 - c. Length of utterances : Length of utt
 - d. Subordination clause : Sub. Cl
 - e. Markedness : Markdnss
 - f. Grammatically : Gramm.
 - g. Sentence types : Sen. Type
 - h. Subordinate conjunction : Sub. Conj
 - i. Short utterance : Shrtutt.
- 5. Code of Table :**
 - I. Male Teacher
 - II. Female Teacher
 - 1. Listening Section
 - 2. Speaking Section
 - 01. Opening Activity
 - 02. Core Activity
 - 03. Closing Activity
 - a. Measure of Length of Utterances
 - b. Measure Subordination
 - c. Measure Markedness
 - d. Measure of Grammatically
 - e. Measure of Sentence Types Distribution

1.9.3.3. Interpreting and Representing

After the researcher gathering information from some sources and asking the teachers and the learners, the results obtained from the participants analyzed with the help of grounded theory. The data from observation in the class collected and analyze how the teachers modify their syntactical modification and how the learners understand that syntactical modification. Furthermore, the researcher checks the result in descriptive interpretation and conclusion of “Syntactical Modification of Teacher Talk in Language Class of MAN Buntet Pesantren Cirebon”.



1.10. Research Timeline

This research needs ten months to be investigated since writing research proposal until thesis revision. Here are brief timelines:

Table 1.1 Research Timeline

| No. | Activities | Oct | Nov | Des | Jan | Feb- Mar | Apr- Mei | Jun- Jul |
|-----|--|-----|-----|-----|-----|-------------|-------------|-------------|
| 1. | Writing Research Proposal and consultation | | | | | | | |
| 2. | Proposal Seminar and Research Instrument | | | | | | | |
| 3. | Conducting research sample validity, and reliability of data | | | | | | | |
| 4. | Collecting data | | | | | | | |
| 5. | Data Analysis | | | | | | | |
| 6. | Finishing thesis writing | | | | | | | |
| 7. | Thesis examination | | | | | | | |
| 8. | Thesis revision | | | | | | | |



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